



State of Arizona  
Department of Education



Tom Horne  
Superintendent of  
Public Instruction

## Early Childhood Education Alert

ECSE 2

August, 2006

### To Early Childhood Special Education Administrators – Arizona Early Intervention Program (AzEIP) Transitions

As a follow up to the Early Childhood Special Education Memo dated August 10, 2006, we would like to offer further technical assistance to help make your Arizona Early Intervention Program (AzEIP) transitions smooth and meet compliance for the “in-by-3” U.S. Department of Education, Office of Special Education Programs (OSEP) outcome indicator.

Review the IGA closely. Keep in mind that AzEIP’s interpretation of assessment is more of an “ongoing progress monitoring” of the child. Often, ongoing progress monitoring instruments are criterion referenced and measure the child’s continual progress. These scores are most often not standardized scores as needed for educationally based criteria for a “Comprehensive Developmental Assessment (CDA)”. This has provided some confusion when AzEIP and Public Education Agency (PEA) teams meet. It may be helpful for the PEA to ask for any available final evaluations from AzEIP service providers (ie: early interventionist, SLP, OT and/or PT), but none may be available as those service providers are not paid to provide another evaluation. However, if asked they may be willing to do an evaluation measure over their last few therapy sessions and may yield better scores as they are familiar with the child and the child is familiar with them.

The Intergovernmental Agreement (IGA) only requires that AzEIP provide information on vision and hearing status, not that they will necessarily conduct the vision and hearing screenings that school districts are required to have prior to performing any CDAs.

Other suggestions for creating and implementing smooth transitions:

1. Designate a key contact person from your district that AzEIP will contact to schedule transition meetings and work with on any follow up requirements. This person will also track incoming information from initial intake through the evaluation process.
2. Review the Transition IGA with your AzEIP Service Coordinator and further define roles and responsibilities within your AzEIP/PEA team.
3. Discuss with your AzEIP service coordinator where the family may want the transition conference to be held. If there are no extenuating circumstances, it is often helpful to have the transition meeting at the PEA. This provides an opportunity for families to begin to transition to the idea of services being provided in the educational setting. It may be helpful to show the family a potential classroom their child may attend if the child qualifies for that level of services and it can help them generate questions for the transition meeting to follow. It also limits the number of meetings the family has to attend.

4. Coordinate with the AzEIP service coordinator to discuss the benefit of releasing records from AzEIP and attempt to obtain parental consent prior to prepare for the transition conference. This will allow your designated staff to begin to prepare for the Review of Existing Data (RED) at the transition meeting and allow the PEA team to have a better understanding of the transitioning child. It also allows time at the meeting to establish a relationship with parents instead of shuffling through papers.
5. Use the attached “Overview: Comparison of Part C and Part B” with staff to clarify differences of each program.
6. Use the attached sample data base format or use it in establishing a data base system to track all the required elements of the preschool child identification process.
7. See attached ADE and AzEIP Monitoring Alert form that ESS/ECSE Specialists and AzEIP staff will have available at ADE and AzEIP monitorings if the PEA or AzEIP staff are having difficulties with the transition process.